"Don't be afraid to go out on a limb, for that is where the fruit is."

Pinellas County Schools

Turnaround Recommendations

2016-17

AGENDA

- Introduction / Report on Progress   Dr. Grego

- State Turnaround Option / Update   Dr. Grego

- Tiered Schools / Levels of Support   Dr. Corbett

- Turnaround Research Process / Findings   Dr. Evans

- Scale Up for Success Initiative Evaluation   Dr. Evans

- Turnaround Recommendations / 2016-17   Dr. Burt

  - All Turnaround Schools   (12 total)
    - Transformation Schools   (7 total)
      - Scale Up Schools   (5 total)

Progress to Date / Turnaround Schools

District	% of schools with **A or B** grade	% change since the 2013-14 school year
Pinellas	**59%**	**+11%**
Orange	56%	-5%
Palm Beach	54%	-10%
Dade	54%	-5%
Broward	50%	-3%
Hillsborough	50%	-10%
Duval	38%	+1%

District	% of schools with **D or F** grade	% change since the 2013-14 school year
Pinellas	**16%**	**-5%**
Orange	17%	+4%
Palm Beach	18%	+4%
Dade	19%	+3%
Broward	24%	+6%
Hillsborough	24%	+12%
Duval	36%	+4%

**Pinellas County Schools /
State Accountability Report Results**
(Based on School Grade from Previous School Year)

	2013-14	2014-15	2015-16
D & F	22	23	17
Turnaround	22	18	12

Number of Schools in Each Category
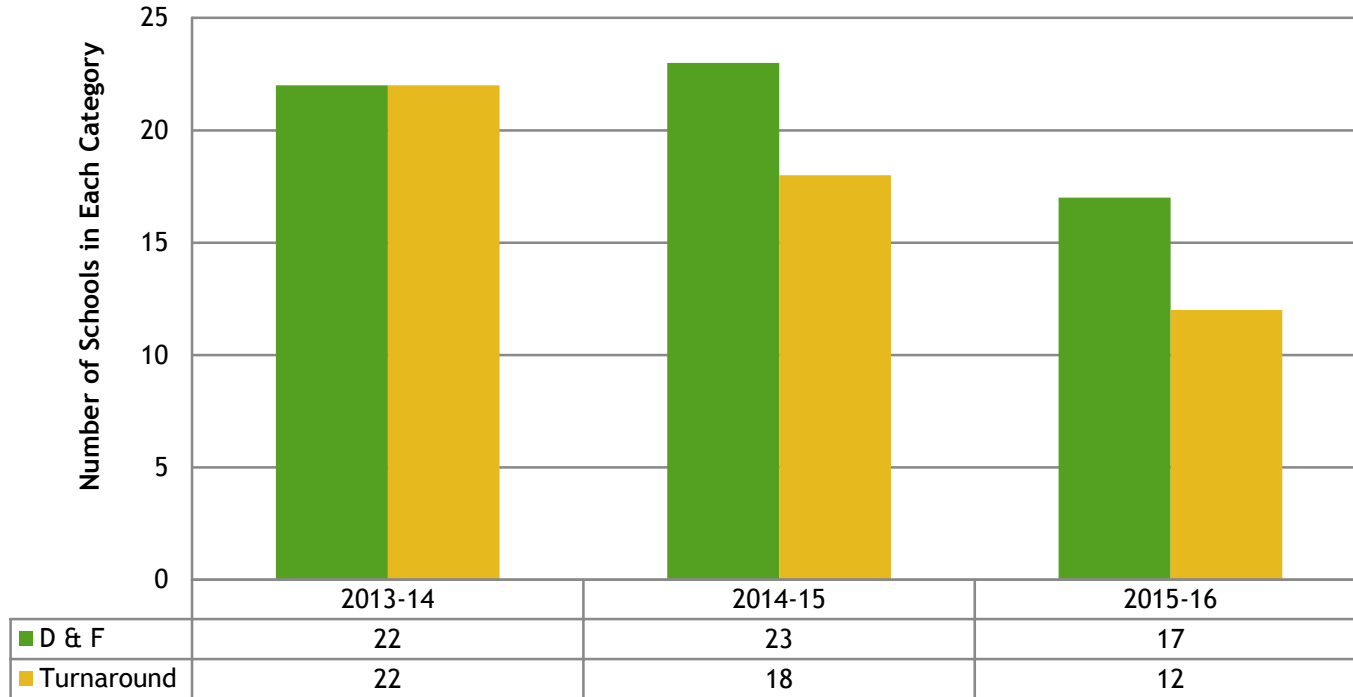
State Turnaround Option Selections

☐   *Option 1: District-Managed Turnaround*
The district will manage the implementation of the turnaround plan in the school.

☐   *Option 2: Closure*
The district will reassign students to another school or schools and monitor progress of each reassigned student.

☐   *Option 3: Charter*
The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

☐   *Option 4: External Operator*
The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

☐   *Option 5: Hybrid*
The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Option: District-Managed Turnaround

Assurance 1
- The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

Assurance 2
- The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

Assurance 3
- The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a "turnaround office" or "turnaround lead" at the district level who reports directly to the superintendent.

Assurance 4
- The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Assurance 5
- The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

Assurance 6
- The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Option: Turnaround Plan

☐ *Area of Focus 1*
- The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of Florida's Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework.

☐ *Area of Focus 2*
- The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

☐ *Area of Focus 3*
- The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

☐ *Area of Focus 4*
- The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

☐ *Area of Focus 5*
- The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

Pinellas County Schools
Tiered Levels of Support for 2016-17

Tier I
All Schools

Tier II (Priority)
Belleair Elementary
Rawlings Elementary
Seventy Fourth Street Elementary
Woodlawn Elementary

Blanton Elementary
Dunedin Elementary
New Heights Elementary
Pinellas Park Elementary
Tarpon Springs Elementary

John Hopkins Middle
Largo Middle
Meadowlawn Middle
Pinellas Park Middle
Tyrone Midle

Schools earning a D or in previous DA status.

Tier III (Turnaround)
Azalea Middle
Bear Creek Elementary
Gulfport Elementary
Lealman Ave Elementary
Ponce De Leon Elementary

High Point Elementary
Sandy Lane Elementary

Campbell Park Elementary
Fairmont Park Elementary
Lakewood Elementary
Maximo Elementary
Melrose Elementary

Schools in state "turnaround" status.

Pinellas County Schools
Tiered Levels of Support for 2016-17

Tier I – All Schools

Personnel / Human Capital
- District staffing model
- Teacher transfer process
- District job fairs

Curriculum and Instruction
- Core instructional materials (standards-based)
- Supplemental digital resources
- Two instructional visits (minimum)
- Just-in-Time academic coaching

Leadership Development
- Monthly PD via Leadership meetings, Area meetings
- Area Superintendents support principal growth

Discipline Resources
- Code of Student Conduct
- Area Superintendent / MTSS Specialist support
- PBS training for schools

Family and Community Engagement
- Family and Community liaisons
- Office of Family and Community Relations

Pinellas County Schools
Tiered Levels of Support for 2016-17

Tier II – Priority Schools

Personnel / Human Capital
- Differentiated Staffing
- Hiring preferences / outside of transfer process
- Recruitment, retention bonuses (highest need schools)

Curriculum and Instruction
- Part-time or full-timed instructional coaches
- Four instructional visits (minimum)
- Monitoring, support from district A-team

Leadership Development
- PD in turnaround competencies (via A-Prep, Level 2, etc.)

Discipline Resources
- Monthly data reports to district A-team
- Additional staff support in schools as needed (ex: social workers, etc.)

Family and Community Engagement
- Training for schools on key strategies / Dr. Mapp

Tier III – Turnaround Schools

Personnel / Human Capital
- Recruitment, hiring support from Transformation Team
- Additional teaching, staff positions (as needed)
- Additional recruitment, retention bonuses (Scale Up)

Curriculum and Instruction
- Flexible instructional model
- Extended student day
- Monitoring, support from Transformation Team

Leadership Development
- Side-by-side coaching from Director of School Leadership

Discipline Resources
- Monthly data reports to district Transformation Team
- Restorative practices / alternatives to suspension

Family and Community Engagement
- Extensive training for schools on key strategies / Dr. Mapp
- Additional staffing (as needed) (ex: family navigator)

5Essentials Framework – University of Chicago

- The interventions in place at the five Scale Up schools are born out of an extensive literature review around the best practices in turnaround schools.

- The work is closely aligned to the 5Essentials framework developed over 20 years through The University of Chicago Consortium on Chicago School Research (UChicago CCSR). The Florida Department of Education also uses this research as the basis for its state School Improvement Plan template.

  5Essentials: Effective leadership, Collaborative teachers, Supportive environment, Involved families, and Ambitious instruction.

Turnaround Program -- University of Virginia

The University of Virginia School Turnaround Program is a three-year district and school leadership development program that emphasizes improving the school system's conditions through four main levers of change:

• **Leadership:** Systems require the will and capacity to prioritize what is necessary to improve the lives of the children they serve and present a clear vision for the path ahead.

• **Differentiated Support and Accountability:** System leaders must provide schools with the capacity-building, support, accountability and flexibility needed to achieve urgent change. This support must be tailored to each individual system and school.

• **Talent Management:** Creating the environment for success requires having the right people in place to carry out the work, including the selection of school leaders and highly effective teachers and staff.

• **Instructional Infrastructure:** A core component of the work involves data-driven instruction to create an evidence-based approach to better serve students. This includes a cohesive assessment strategy, responsive data systems and a high-quality curriculum.

HANOVER RESEARCH REVIEW | KEY FINDINGS

- **Characteristics of effective school turnaround include strong school leadership, targeted professional development, highly effective teachers, and data-driven instruction.** School leaders can build buy-in and support for turnaround efforts by implementing "quick win" strategies, which are actions that can be easily adopted and result in rapid improvement. School turnarounds usually involve a significant degree of principal autonomy in an effort to meet the needs of a specific school or student population, meaning that many turnaround strategies are highly contextualized within a given school.

- **Additional strategies for closing the achievement gap include high-quality Pre-K and the re-opening of low-performing schools as thematic magnet schools.** High-quality Pre-K aims to provide early intervention, typically to students of low socio-economic status. The objective is to ensure similar access to opportunities and resources as more affluent students, improving long-term outcomes. Magnet schools aim to improve instruction and student engagement, but may also serve to reduce instances of high poverty concentration.

- **Successful school turnarounds emphasize school climate and culture, as well as student achievement.** School safety and positive disciplinary systems are often emphasized early in the school turnaround process as a way to establish order and build community within the school.

- **School and districts often implement Positive Behavioral Interventions and Supports (PBIS) in schools with high instances of disciplinary incidents**. PBIS provides a tiered disciplinary system that focuses on problem-solving to reduce instances of student misbehavior through education and intervention, rather than simply applying punitive consequences.
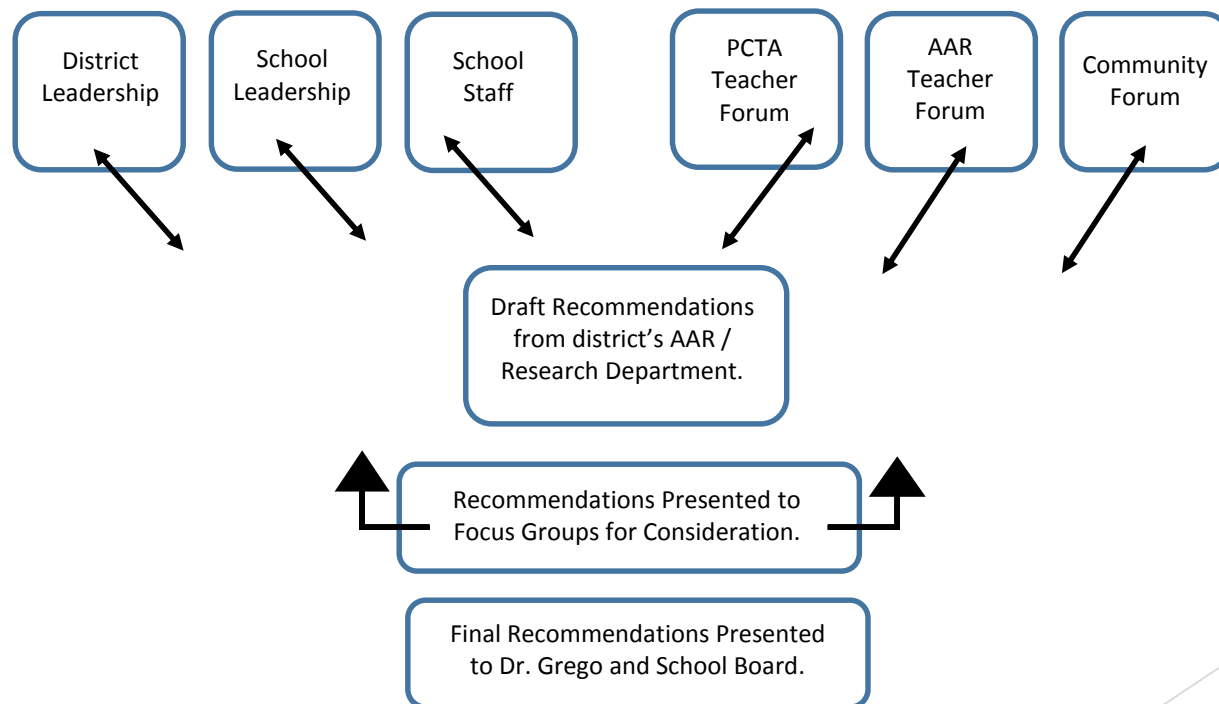
- **While school turnaround depends on strong school-level leadership, district support is critical for successful reform of low-performing schools.** Districts can support turnaround success by creating a pro-turnaround culture and supporting efforts of principals to implement dramatic changes, despite potential staff and community pushback. Districts can also support school turnaround by developing systems that allow schools to frequently monitor student data, maintaining positive relationships with unions to help accommodate innovations such as extended schools day and incentive pay, supporting targeted professional development for turnaround leadership and staff, and disseminating best practices and successful strategies across high-needs schools.

- **Large education agencies with groups of consistently low-performing schools may create a district office or initiative to oversee school turnaround efforts.** For instance, Miami-Dade County Public Schools (MDCPS) maintains an Education Transformation Office to support school turnaround leaders, including negotiating with the teacher's union on behalf of the schools, providing support and development for turnaround principals, and ensuring that successful practices are shared throughout the district. MDCPS also maintains a pipeline of future turnaround principals and assistant principals through multiple leadership development and training programs.

- **In general, school turnarounds are expected to significantly improve student achievement within one to four years.** However, although many turnaround educators suggest that improvements will not usually be observed during the first year of implementation. Experts and practitioners typically identify improvements to school climate—measured by rates of attendance, school discipline, and parental engagement—as "leading indicators" for success during the early stages of turnaround.

Scale Up for Success
Evaluation Report Findings

Best Practices Research
School Turnaround Models
(Ex: Hanover Report)

Turnaround Levers /
Director of School Leadership
Recommendations

PCS Strategic Teams
Recommendations

TNTP / National Partnership /
Recommendations

EFFECTIVE LEADERS | COLLABORATIVE TEACHERS

AMBITIOUS INSTRUCTION

SUPPORTIVE ENVIRONMENT | INVOLVED FAMILIES

5Essentials / School Turnaround Model / University of Chicago

Focus Groups / Feedback Sessions

District Leadership

School Leadership

School Staff

PCTA Teacher Forum

AAR Teacher Forum

Community Forum

Draft Recommendations from district's AAR / Research Department.

Recommendations Presented to Focus Groups for Consideration.

Final Recommendations Presented to Dr. Grego and School Board.

Focus Groups / Feedback Sessions

School Focus Groups / Research Recommendations				Community / Parent / Teacher Feedback Sessions			
Date	Time	School	Evaluation Activity	Date	Time	Location	Evaluation Activity
Mon., 11/30	9:00 - 10:00	Lakewood	Principal interview	Tues., 3/8	4:00 - 5:00 PM	PCTA Offices	Teacher feedback group 1
Tues., 12/8	7:20 - 8:00	Maximo	Teacher focus group	Tues., 3/8	4:00 - 5:00 PM	PCTA Offices	Teacher feedback group 2
Tues., 12/8	9:00 - 10:00	Maximo	Principal interview	Thurs., 3/10	4:00 - 5:00 PM	Campbell Park	Community feedback group
Tues., 12/8	10:20 - 11:20	Fairmount Park	Principal interview	Weds., 3/16	7:15 - 8:15 AM	Campbell Park	Teacher staff meeting
Tues., 12/8	1:00 - 2:00	Campbell Park	Principal interview	Wed., 3/16	3:15 - 4:15 PM	Campbell Park	Parent feedback session
Tues., 12/8	2:40 - 3:20	Maximo	Para focus group	Mon., 3/28	7:15 - 8:15 AM	Maximo	Teacher staff meeting
Thurs., 12/10	7:30 - 8:10	Melrose	Teacher focus group	Mon., 3/28	3:15 - 4:15 PM	Maximo	Parent feedback session
Thurs., 12/10	2:00 - 2:40	Campbell Park	Para focus group	Mon., 3/28	6:00 - 7:00 PM	Gibbs High	Community feedback session
Thurs., 12/10	2:40 - 3:20	Campbell Park	Teacher focus group	Tues., 3/29	7:15 - 8:15 AM	Melrose	Teacher staff meeting
Wed., 12/16	7:30 - 8:10	Fairmount Park	Teacher focus group	Tues., 3/29	3:15 - 4:15 PM	Melrose	Parent feedback session
Wed., 12/16	9:30 - 10:10	Melrose	Para focus group	Tues., 3/29	6:00 - 7:00 PM	Lakewood High	Community feedback session
Wed., 12/16	11:15 - 12:15	Melrose	Principal interview	Wed., 3/30	7:15 - 8:15 AM	Fairmount Park	Teacher staff meeting
Wed., 12/16	2:00 - 2:40	Fairmount Park	Para focus group	Wed., 3/30	3:15 - 4:15 PM	Fairmount Park	Parent feedback session
Thurs., 12/17	1:00 - 1:40	Lakewood	Para focus group	Thurs., 3/31	7:15 - 8:15 AM	Lakewood	Teacher staff meeting
Thurs., 12/17	2:40 - 3:20	Lakewood	Teacher focus group	Thurs., 3/31	3:15 - 4:15 PM	Lakewood	Parent feedback session

Turnaround Recommendations / PROPOSED

All Transformation Schools (12 schools)

- Form a district Transformation Team that is provided autonomy and that reports directly to the Superintendent of Schools to impact turnaround school initiatives in a direct and timely manner. Provide direction and support from new Director of School Transformation.

- Ensure that strong leaders are in place at all turnaround schools. Provide prospective leaders with a competency inventory to ensure that they are good fits to complete "turnaround" initiatives.

- Ensure that each school has high performing teachers. Evaluate current staff and retain top teachers. Recruit and hire high performing teachers who show potential to work in turnaround schools.

- Provide a competitive retention and recruitment bonus for instructional staff for and maintain the current school performance bonus for teachers and school leaders.

- Provide principals and school staff with a greater degree of autonomy to design and adapt the curriculum and instructional day, under the guidance of the Director of School Transformation.

- Provide an extended school day and additional "extended learning" funding to support the needs of students who require additional intervention. Provide additional materials, training as needed.

Additional Support (7 schools)

- Build an advanced progress monitoring data system that is more personalized to each student's needs and uses an assessment tool that provides real-time data to schools to inform instructional decisions.

- Develop a tiered coaching model that provides on-site Learning Coaches (3-5 per school) to support newer teachers with coaching from master teachers. Establish model classrooms. Compensate master teachers. Maintain current staffing of at least two full-time, embedded instructional coaches (literacy and math).

- Provide extensive training for school staff on engaging families in learning-centered activities related to the Dual-Capacity Workshop framework from Dr. Karen Mapp (Harvard University).

Turnaround Recommendations / PROPOSED

Additional Support / Scale Up (5 schools)

- Implement a substantial compensation package as a way to attract and retain the best teachers and school leaders. Increase the existing retention and recruitment bonus for instructional staff to $5,000. Require five additional teacher professional development days and compensate teachers at their hourly rates.

- Increase the student day to 7.5 hours to accommodate flexible instructional model, student intervention and recess time. Increase teacher day to 9 hours and compensate teachers at their hourly rates.

- Develop a unique, instructional model that provides for planning, differentiation, academic rigor and enrichment. Provide teachers some flexible planning time so time can be logged off-site.

- Maintain current staffing model for support staff (social worker, guidance counselor, and psychologist) and commitment to restorative practices and alternatives to suspension in support of school climate.

- Provide increased staffing resources to schools. Reduce the number of paras at each school and provide school staff with greater autonomy to use paras in support of specific, instructional needs.

Compensation Package / PROPOSED

	Recruitment Retention bonus	School Performance bonus	Required training hours	Increased school day hours	Summer Bridge hours	ELP hours	First year teacher total	16th year teacher total	30th year teacher total
K-5 Teachers	$5,000	$2,000	30	270	102	36	$18,011	$19,763	$25,015
All other instructional staff	$5,000	$2,000	30	270	0	36	$15,447	$16,791	$20,820

Research Note:

- It is critical to note that while increased compensation is supported by the research as a method to attract and retain a highly-qualified staff, it is also important to note that the increase in pay must be combined with a supportive work environment and strong school leadership to be effective.